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ABSTRACT

This paper presents a matrix that represents the scope and sequence of the written communication portion of the Georgia Quality Core Curriculum language arts component. It lists 50 key skills in written communication (such as uses dictionaries, locates information using reference sources, uses various sources for information, develops a simple outline from a short selection, uses appropriate research processes, analyzes information to determine relevance to topic, and develops strategies for taking tests) and indicates at which grade levels (K-12) these skills should be present. (RS)

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Language Arts: QCC (Quality Core Curriculum) Scope and Sequence. Written Communication.

Reference-Study

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Introduction to Language Arts
Quality Core Curriculum
K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			•							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				•						
Uses guide words to locate information.					•	•	•	•	•	
Determines appropriate resource to answer specific questions.					•					
Locates information using the appropriate reference resources.						•	•	•	•	•
Recognizes the organization of fiction and nonfiction books in the media center.		•	•	•						
Uses call numbers to locate information in the media center.					•					
Recognizes the author, illustrator, and title as identifying items of information about a book.		•								
Recognizes the purpose of the title page and the table of contents.		•								

* Standards will be reinforced as necessary each subsequent year

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			•							
Uses book parts including title page, table of contents, index and glossary as information sources.				•	•					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						•	•	•	•	•
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		•								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			•							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				•	•					

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Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				•						
Skims material to locate specific information.				•						
Develops a simple outline from a short selection.					•	•	•	•	•	
Uses cross reference in multiple types of sources.						•	•	•	•	
Uses the media center and available technology as sources of information and pleasure.		•	•	•	•	•	•	•	•	•
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							•	•	•	
Recognizes organizational systems used for collections or reference sources.							•	•	•	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:										
-Choosing topic					•	•	•	•	•	•
-Formulating questions					•	•	•	•	•	•
-Identifying key words					•	•	•	•	•	•
-Selecting sources					•	•	•	•	•	•
-Skimming					•	•	•	•	•	•
-Paraphrasing					•	•	•	•	•	•
-Taking notes					•	•	•	•	•	•
-Organizing					•	•	•	•	•	•
-Presenting					•	•	•	•	•	•
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							•	•	•	•
Analyzes information to determine relevance to topic.							•	•	•	•
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							•	•	•	•

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Written Communication
Reference Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year